

**New Graduate Medical Education
Learning Module Curriculum Requirements
Effective July 1, 2015**

Incoming Residents must complete IPM Learning Modules listed below prior to Orientation. Current residents/fellows and incoming fellows must complete prior to December 1, 2015. Quality Improvement/Patient Safety Curriculum shaded in blue.

Core Competency	Topic	Module Objectives
Interpersonal & Communication Skills	Residents As Teachers	<ol style="list-style-type: none"> Orient a learner to you (the resident), the setting and the patient. Describe the steps in the One-Minute Preceptor. Identify the characteristics of formative feedback.
Interpersonal & Communication Skills	Patient Handoffs	<ol style="list-style-type: none"> Define the term "patient handoff". Discuss the importance of patient handoffs and reasons why errors occur. Walk through a popular protocol to identify essential qualities of a good patient handoff. Identify tips for effectively receiving a patient handoff.
Patient Care Practice-Based Learning	Patient Safety: Further Steps to Prevent Patient Harm	<ol style="list-style-type: none"> Explain how to improve accidental harm during routine patient procedures Describe some causes of patient fires Explain best practices for responding to sepsis
Patient Care Practice-Based Learning	Patient Safety: Identifying Medical Errors	<ol style="list-style-type: none"> Describe what medical errors are and how they can occur List several steps that can be taken during clinical care to help prevent dangerous errors from harming patient Explain how to improve communication and teamwork among caregivers
Patient Care Practice-Based Learning Systems-Based Practice	Patient Safety: National Patient Safety Goals	<ol style="list-style-type: none"> Review National Patient Safety Goals Describe how to apply goals to everyday situations List steps on increasing patient participation in their own healthcare
Professionalism	Sleep Deprivation	<ol style="list-style-type: none"> Review the effects of sleep deprivation on physician performance and patient safety. Provide background on the ACGME's resident duty hour requirements and review subsequent effects on patient care. Identify ways physicians can mitigate the effects of sleep deprivation.
Professionalism	Cultural Competency In Healthcare	<ol style="list-style-type: none"> Review and describe the demographic statistics and shifts in the United States related to health and healthcare disparities. Define the meaning of cultural competency and rationale in medicine. Describe healthcare disparities and the impact on patient care. Discuss successful physician-patient interactions.
Professionalism Practice-Based Learning Systems-Based Practice	Quality Improvement Panel	<ol style="list-style-type: none"> Outline new ACGME requirements for quality improvement in training programs. Learn how to identify a quality improvement initiative. Identify ways to structure quality improvement projects, in part using examples from multiple specialties. Highlight resources available to aid in completing quality improvement projects.
Professionalism Practice-Based Learning Systems-Based Practice	Quality Improvement Q&A	<ol style="list-style-type: none"> Answer frequently asked questions about QI projects from the perspective of multiple specialties. Gain an understanding of how to structure an impactful QI initiative at your institution.

In addition to completing the IPM Learning Modules, all trainees must:

- Participate in a PS/QI Project
- Present a Poster at the Annual MUSOM/CHH Joint QI Summit
- Submit their PS/ QI Project findings for regional or national poster presentation or publication
- Complete further requirements and time-lines as set by their specific Department.